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FORMATION OF A RESPECTFUL ATTITUDE TOWARDS TRADITIONAL FAMILY VALUES IN FOREIGN LANGUAGE LESSONS AT SCHOOL

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Abstract. Familiarization with traditional Russian cultural, spiritual, moral and family values is recognized as a priority direction of the state policy of the Russian Federation for the period up to 2025 in the field of education and development of the younger generation. In this regard, in the national secondary school, the problem of introducing schoolchildren to traditional family values, fostering a respectful and responsible attitude towards the family, based on an understanding of its great importance both at the personal and social levels, is of particular importance. A value-based attitude towards the family is a necessary condition for the support of this institution, on which the stability and well-being of society largely depends. This article discusses the possibilities of solving this problem within the framework of a school foreign language course.



Keywords: tradition, family, family values, spiritual and moral guidelines, personality, upbringing.

Relevance. The formation of family spiritual and moral values among the younger generation is one of the most important tasks currently set for the Russian school. All teachers contribute to solving this problem, while subject teachers have the opportunity to use both the content of their subject and the entire arsenal of methods and didactic tools used for its implementation.

The traditional family way of life has undergone serious changes under the influence of objective reasons caused by the

changing socio-economic conditions of people's lives [3]. And this applies not only to our country. Unfortunately, the process has become global. Back in the early 21st century, UNESCO documents noted that from a global perspective, the vast majority of families are in crisis. They struggle with political, social and economic conditions that undermine their ability to provide adequate support to their children. In the past, most societies could claim to have a normal parenting model – be it an extended family model, a

community/tribe model, a nuclear family, or some other stable model. Currently, family norms are violated, and the consequences for both children and parents are devastating [4, p.6].

Problem, goal, tasks. The purpose of this work is to study and analyze the need for today's schoolchildren (future parents) to develop a respectful attitude towards family values, traditional for our multinational country, as well as the possibility of forming a value attitude towards family, family relations, parental responsibilities during regular and extracurricular activities on the subject of *Foreign Language*.

Research materials and Methods. In the course of this study, the works of domestic and foreign authors, the practical experience of Russian foreign language teachers in forming the value attitude of schoolchildren to the institution of the family in general and parenthood in particular were studied and analyzed.

Results and discussion. A responsible attitude towards motherhood and fatherhood was previously formed within the family with the active participation of all its members. In the last century, it was believed that personality is largely determined by the culture in which an individual is raised, and since culture is transmitted by the persons with whom the child lives, that is, his parents, their influence is predominant [6, p.10]. The bearers of family culture were representatives of all generations of members of a large family. Unfortunately, the link between generations has weakened significantly over the past decades.

The very idea of the family as such has changed. In Western European countries, for example, the family is a place where people of different generations take responsibility for each other in the long term and at the same time support and care for each other regardless of their religious, political, ideological or sexual identity. This includes married and unmarried couples with children, as well as single parents, separated parents, foster families, mixed families, rainbow families and families who care for relatives in need of care and assistance. It is declared that the decisive factor is the feeling of social

involvement of people, and not their way of life [5].

Thus, the traditional family is becoming a thing of the past. The individualistic self becomes a priority [2]. Everyone is free to put their own content into the concept of "parenthood", based rather not on traditional family values, but on personal experience of social partnership. This can lead to very strange manifestations of "parental love", expressed in encouraging (and often even provoking) the desire of children to "find their true identity" by changing their gender. The consequences of such experiments are increasingly becoming dramatic, especially if they are irreversible.

Our national culture has so far managed to resist such extreme manifestations of the deformation of family relations. However, a large number of families with one form or another and a degree of disadvantage (single-parent families, domestic violence, alcoholism, etc.) makes us think about the conditions in which the future generation of parents grows, how their consciousness is formed, what values become guidelines for them.

Traditional family values are spiritual and moral guidelines that are socially approved and shared by the majority of members of society, serving as a benchmark and determining the purposeful process of creating an ideal family capable of ensuring the survival of the genus and its further successful development. The school plays an important role in the formation of a system of traditional family values, in which such categories as "family", "love", "kindness", "respect", "responsibility", "morality", "chastity", "health", etc. are of great importance. The cultural and national segment of this value system also includes such concepts as "kinship", "family way of life", "traditions", "customs", "rituals".

It should be remembered that today's children are the parents of tomorrow, and that during the educational process at school they absorb thoughts, experiences and worldviews concerning human nature, caring for people and treating them, which are the basis of their own relationship with their future marriage partner and children [6].

Students acquire knowledge about the institution of the family, its formation in historical retrospect, and the current state. They learn to understand how relationships should be built within the family, between its members, in order to maintain mutual understanding and mutual respect. The younger generation should have a need for self-actualization and self-realization of personality in the family [2].

The educational process at school, aimed at forming a new generation of future responsible parents, should ensure, firstly, the personal development of schoolchildren based on a system of value and semantic guidelines, moral foundations of personal moral choice and expressed in readiness for independent actions and actions, as well as taking responsibility for their results. Secondly, the social development of students should be ensured, and this is due to the interiorization of traditional values of the Russian family and society, ethnocultural family and ancestral traditions, the formation of tolerance, civic consciousness and culture of interethnic dialogue. And thirdly, the communicative development of schoolchildren should be carried out – the formation of their competence in communication in the family, among relatives, with representatives of other families.

The thematic content of speech provided for by federal work programs on a foreign language includes a number of aspects related to family and family relations. Grades 2-4 are the World of myself. My family. 5th grade is my family. Family holidays. Grade 6 – Relationships in the family and with friends. Family holidays. Grade 7 - Relationships in the family and with friends. Family holidays. Household chores. Grade 8 - Relationships in the family and with friends. Grade 9 - Relationships in the family and with friends. Conflicts and their resolution. Grades 10-11 - The daily life of the family. Interpersonal relationships in the family, with friends and acquaintances. Conflict situations, their prevention and resolution.

Training tasks can be very diverse. In elementary school, for example, students can pass the ball around in a circle, saying their name and the word they associate with the

concept of "family". In higher grades, the game "Baggage with inheritance" is suitable. The teacher gives students sheets with the contours of the suitcase and asks them to depict inside it in the form of symbols or write in words the good and valuable things that they would like to take from their parent family to their future family. This may be the nature of the relationship, family traditions, ways of distributing responsibilities in the family, etc. Then the students work in pairs and share the contents of their briefcases with each other.

First, one student tells, the task of the other is to listen, and then tell which of the partner's "luggage" he liked the most, and what he would like to add to his suitcase with the inheritance. Then the participants switch roles. On the topic of "Family holidays", you can offer tasks related to holidays such as "Mother's Day", "Father's Day".

Classes with discussion elements are held in high schools. For example, on the topic "Responsibility and family". During the discussion, concepts such as the concepts of "responsibility", "responsible attitude", moral aspects of responsibility, rules of responsible attitude to the family are revealed.

In order to develop skills in finding a way out of conflict situations in the family, Case Study technology can be successfully applied. The subjects involved in the conflict proposed for study using this technology can be parents and children, brothers and sisters, representatives of the older generation and teenagers, as well as spouses (dad and mom). The general attitude when completing tasks should focus students on finding ways out of conflict situations in order to restore a friendly atmosphere in the family based on mutual understanding and respect, as well as, alternatively, in order to preserve the family as such.

Design technology provides many opportunities for the formation of a respectful attitude towards traditional family values. The following topics can be suggested for students' project activities: "Family tree", "Family Coat of arms", "Family heirloom", "Family tradition". Such topics as "What is responsibility?", "Do my parents understand me?", "The peculiarity of my family", "My

role in the family", "What I would like to see my children in the future", etc. are suitable for written works (essays). By completing such tasks, students come to a deeper understanding of family values, the responsibility of each family member for her well-being. In addition, students acquire self-analysis skills, form a positive attitude towards reflecting on their own actions in relation to the family. At all stages of learning, the totality of knowledge, ideas and beliefs about oneself as a future family man should, according to S.P. Akutina, be emotionally and evaluatively colored [1]. Senior schoolchildren should be guided by a traditional, official marriage with the full range of mutual responsibility of spouses, the birth and upbringing of children, the protection of their interests and the creation of conditions for their harmonious development.

In our country and abroad, there is quite extensive experience in preparing the younger generation for future adult, family life. Some ideas taken from the past acquire a new sound today and deserve attention. For example, the idea of creating a favorable microclimate for the social experience of children in the school community as a preparation for future civic and family life. G.G. Stern in the middle of the last century wrote that in school it is necessary to encourage the kind of cooperation that should be established in a good family between parents and children, as well as between brothers and sisters. For example, a child at school should be able to address at least one teacher as a personal supervisor or "tutor". Children of different ages should be able to communicate with each other. It is possible to form such "learning groups" ("tutorial groups") so that each child

actively interacts not only with peers (his class), but also with older and younger children. It is useful for the younger ones to rely on the help of older children, while the older ones will gain experience in caring for younger children [6].

In our opinion, this idea may well be implemented at the present time as part of extracurricular activities on the subject of "Foreign language". For example, it may be a theater group, the creative project of which may be the staging of a play in English. Students of different ages can study (and participate in the performance) in the circle. The implementation of such a project involves the implementation of various types of joint activities.

Conclusion. The process of forming a responsible attitude of adolescents towards the family, a respectful attitude towards traditional family values consists in: 1) the development of students' feelings of love and belonging to their own family, empathy and emotional responsiveness to the experiences of family members; 2) the formation of self-control skills, analyze and predict their own reactions, actions towards relatives, evaluate relationships and their own position in the family; 3) the formation of readiness for active participation in family life. Thus, we can distinguish three components of this process: emotive, cognitive-regulatory and activity-based. This process in relation to the subject of "Foreign language" should be permanent and carried out both during regular and after-school hours. All three components are of great importance for the younger generation and the whole society of our country.



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ФОРМИРОВАНИЕ УВАЖИТЕЛЬНОГО ОТНОШЕНИЯ К ТРАДИЦИОННЫМ СЕМЕЙНЫМ ЦЕННОСТЯМ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА В ШКОЛЕ

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Аннотация. Приоритетным направлением государственной политики Российской Федерации на период до 2025 года в области воспитания и развития подрастающего поколения признается приобщение к традиционным российским культурным, духовно-нравственным и семейным ценностям. В связи с этим в отечественной общеобразовательной школе проблема приобщения школьников к традиционным семейным ценностям, воспитания уважительного и ответственного отношения к семье, основанного на понимании её большого значения как на личностном, так и общественном уровнях приобретает особое значение. Ценностное отношение к семье является необходимым условием поддержки этого института, от которого в значительной степени зависит стабильность и благополучие общества. В настоящей статье рассматриваются возможности решения данной проблемы в рамках школьного курса обучения иностранному языку.



Ключевые слова: традиция, семья, семейные ценности, духовно-нравственные ориентиры, личность, воспитание.



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